UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2013
REVISED COURSE IMPLEMENTATION DATE: September 2026
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2032
Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GEOG 364	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: International Planning and Development: Adapting to Climate Change **Course Short Title:** Planning & Dev: Climate Change	
Faculty: Faculty of Science	**Department/School:** Planning, Geography, and Environmental Studies

Calendar Description:

International policies within the evolving political contexts that shape climate action at the local, national and global level. Focus on skills and strategies for engaging in advocacy, action, strategic planning, as well as impacts of climate policy on future generations, vulnerable and Indigenous communities.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.
Note: This course is offered as GEOG 364 and PLAN 364. Students may take only one of these for credit.

Prerequisites (or NONE):	45 university-level credits.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with: **PLAN 364**

Equivalent course(s): **PLAN 364**

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Typical Structure of Instructional Hours

Lecture/seminar	18
Tutorials/workshops	18
Experiential (field trip)	4
Experiential (internship)	20
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: **No**

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 17, 2025
Faculty Council approval	**Date of meeting:**	January 9, 2026
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 27, 2026

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply core geographic concepts to the study of planning and climate change in the global context.
2. Describe the development and evolution of a 'vulnerability science' as it relates to impact on human systems.
3. Assess theories and historical approaches to planning and development in varied cultural contexts.
4. Evaluate alternative planning and policy approaches to improve both processes and outcomes of communities.
5. Critique the economic, environmental, political, and cultural processes shaping and influencing sustainability of urban form in the non-western world as well as alignment with UNDRIP.
6. Critically appraise conceptual, empirical, and methodological approaches to vulnerability assessment and climate adaptation planning.
7. Evaluate local circumstances in transferring best practices across countries and cities.
8. Apply skills essential for 'climate-proofing' development and planning initiatives through field experiences to a local or international challenge.
9. Apply concepts and approaches to identify and characterize climate change vulnerability and explore development of adaptation interventions for different sectors.
10. Reflect critically upon one's learning from individual and group interactions, in-class discussions, oral presentations, field experiences and related research.
11. Demonstrate competency using written, spatial and oral arguments.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Field evaluation:	20%	Assignments:	45%	Project:	25%
Holistic assessment:	10%		%		%

Details: Assignments include an applied project with a city related to monitoring of SDGs, assessment and reflection of their project and learning in class and a evaluation of Canada's policy related to 2030 Sustainable Development Goal Agenda. Weekly assignments ladder, in terms of introduction tools for monitoring as well as developing a policy evaluation lens that reflects UNDRIP and Human Rights legislation.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The course format includes lectures, on-line discussions, seminars, guest speakers, fieldtrips, and climate change simulations. The course will be designed for an online or hybrid learning platform and will require mutual and collaborative learning including student led policy responses to a local or international development challenge.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Allam, Z. et.al.	Resilient and Sustainable Cities	2022
2.	Textbook	Kim, H, et. Al.	Smart Cities for Technological and Social Innovation *Case Studies, Current Trends, and Future Steps*	2020
3.	Online resource	United Nations	World Cities Report 2024: Cities and Climate Action	2024
4.	Indigenous knowledge	Indigenous Climate Hub	https://indigenousclimatehub.ca/	2025
5.	Online resource	Climate Action Research Group	https://climateactiontracker.org	2025

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc*

Course Content and Topics

1. Introduction to climate policy and planning in a global context including UNDRIP and climate conventions
2. Administrative levels at which climate policy land use planning takes place
3. Planning and climate change: implications for culture, gender and marginalized populations
4. Climate change science: a primer introduction to vulnerability science
5. Understanding vulnerabilities to climate change: migration, refugees, and climate change refugees
6. Impacts on societal systems: focus on the consequences of climate change and related policies on equity of various systems
7. Climate change: mitigation and adaptation; tools and strategies for mitigation; resiliency planning
8. Climate change: mitigation and adaptation; nature-based solutions, city policies, and planning tools
9. Indigenous perspectives: integration of Indigenous knowledge and perspectives on climate adaptation
10. Ethic of climate change considering critical themes of gender, culture, environmental justice and participatory practices
11. Climate change global inequities and policy response challenges, varying cultural contexts
12. Climate change policy: communication and advocacy
13. Group presentations on applied planning and climate change and development policy